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ADMINISTRATIVE ORGANIZATION OF THE COLLEGE OF AGRICULTURE.

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INTRODUCTION.

During recent years the rapid development of the agricultural colleges, especially with regard to extension activities, has brought new problems and a renewed interest in organization and administration. With greater diversity of interests and with ever-increasing appropriations, calling for larger working staffs, has come a greater need for careful organization and a clearer understanding of administrative relationships.

In most types of colleges there is generally but one kind of service, namely, that of furnishing instruction to resident students. Any investigational or extension activities undertaken are incidental to teaching. The American agricultural college, on the other hand, is called upon to administer three lines of service of approximately equal importance, namely, resident instruction, research, and extension. The administration of these three lines of service with the traditional form of organization has resulted in more or less confusion. The confusion, however, has come as frequently from misunderstood administrative relationships as from faulty organization.

The present paper is the result of a study of the administrative organization of the American colleges of agriculture which was undertaken in response to a request from the committee on college organization and policy of the Association of American Agricultural Colleges and Experiment Stations. A complete statement of findings and a tentative set of recommendations were presented to the committee in November, 1916. At a meeting held in Washington, in November, 1917, the committee discussed the recommendations, and after making some minor amendments, presented them in the following form as a part of the report of the committee:

The following set of recommendations concerning the organization and administration of land-grant colleges should be regarded as suggesting a norm rather than an arbitrary standard.

RECOMMENDATIONS.

1. That the individual specialist, capable of working independently, should be regarded as the unit of organization.

2. That the group of working specialists on any one of the recognized subjects, regardless of the kind of service, should constitute the subject-matter department.

3. That specialists should devote their time mainly to one kind of service, but provision should be made for exchanges for the mutual advantage of each.

4. That one member of each department should be designated as chairman, or administrative head.

5. That the members of the subject-matter department should be given a voice in the designation of their chairman or administrative head.

6. That authority for subject matter should be confined to the group of specialists comprising the subject-matter department, and that administrative control should be limited to the amount and method of work.

7. That the distribution of administrative authority should be on the basis of the kind of service.

8. That the three kinds of service, each in charge of a secondary administrative officer, should be coordinated under a chief executive who, in the case of a large institution composed of several faculty groups, should be an officer other than the president.

9. That the official designation "dean" in an agricultural college should be applied only to the chief executive officer who is responsible for the coordination of the three phases of agricultural service, and that of "director" should be applied to the coordinate officers in charge of each of the three lines of service—resident instruction, research, and extension.

10. That when one individual performs the duties of two or more offices his official designation should identify clearly the officer with the respective offices assigned.

11. That the leaders in charge of the various phases of the extension service should be regarded as administrative officers and should not usurp the duties of the specialists in the various subjects. Where an individual serves both as specialist and administrative leader, a dual responsibility should be recognized.

12. That in the promotion of extension projects controlled by either connected or cooperating colleges, the same administrative relations with the subject-matter departments concerned should exist as with departments that are organically connected.

13. That incoming correspondence, except that of an administrative nature, should be referred to the subject-matter departments concerned, and there referred to the individual best qualified to supply the information called for.

14. That specialists in whatever kind of service should be on an equal basis from the standpoint of rank and official designation. If differentiation of extension and research specialists is desirable, the prefixes "extension" and "research," respectively, may be used in connection with the customary professorial titles.

On the following pages are presented brief explanatory statements concerning the several recommendations. These statements are presented here with the hope that they may serve in the interpretation of the recommendations and that some of the existing confusion in administrative relationships may be mitigated.

THE UNIT OF ORGANIZATION.

In the early days of the agricultural college, large groups of subjects were assigned to an individual of the teaching faculty. With the gradual accumulation of knowledge, there came the necessity for segregation of courses. When the appropriate limits of segregation were reached, it became necessary to assign one or more assistants to each member of the faculty, but there was but one man of professorial rank for each subject. The institution worked with a single purpose —the teaching of resident students. The Federal Government made appropriations for this express purpose. Any investigations conducted were incident to teaching. The individual in charge of each subject in the curriculum was the unit of organization.

The incidental researches of the colleges indicated the needs and opportunities for an additional public service, resulting in the two Federal enactments in support of agricultural research. The colleges accepted this additional responsibility; and research, instead of being incidental to teaching, became an independent public service. The teaching specialists were expected to devote their spare time to research, and their salaries were paid from two funds. The funds for research, therefore, liberated instructional funds and allowed for the appointment of additional specialists. Such specialists were usually engaged as subordinates. Some institutions, realizing the danger in this autocratic development of departments, continued further the process of subject-matter segregation and maintained departments with a single specialist of professorial rank. Other institutions, undisturbed by such dangers, frequently appointed assistant and associate professors.

The rapid accumulation of knowledge soon indicated a need for better methods of dissemination, resulting in a Federal enactment for the support of a third kind of public service—agricultural extension. The colleges accepted this responsibility also; and an attempt has been made, in some cases without any change in organization, to incorporate this new service into the already complex system.

As a result of the necessity for promoting these three lines of service, all dealing with the same kind of subject matter, and in view of the ever-increasing appropriations, the colleges have employed several specialists of professorial rank in each subject-matter department. This is entirely different from former conditions, where there was but one man in each subject. It should be noted, however, that the faculty member has retained his individuality in matters pertaining to legislation. That is, each member of the faculty of professorial rank usually is entitled to vote in faculty meetings, and even though a subordinate he has the privilege, if he chooses, of voting in opposition to the head of his department. In spite of this,

the tendency has been to make the department, rather than the individual, the unit of organization. With a system of large departments, autocratically administered, as are found in many institutions, it is difficult to obtain the best grade of workers, and where the responsibility for the work of a number of specialists is assumed by the head of the department there is an appreciable loss of initiative. The individual specialist, capable of working independently, therefore, should be regarded as the unit of organization.

THE SUBJECT-MATTER DEPARTMENT.

In a few institutions there is a tendency to promote each kind of service with a separate staff of specialists. In others resident teaching and research are closely related and extension is distinct. In others research is distinct from the other two. In others, again, extension and research are combined, but quite independent of resident instruction. In 15 colleges the extension specialists work independently of the subject-matter departments of resident instruction, but in 11 of these consulting relations exist.

The working specialists are engaged for a definite kind of service, with its peculiar set of responsibilities. For convenience and effectiveness, the specialists working on any particular subject have been grouped together, into what has come to be called a "department." The department, then, may be regarded simply as a group of workers some of whom may be specialists in teaching, some in research, and some in extension. Some may be workers in two or more kinds of service, but never engaged in more than one kind at a time. It is believed, therefore, that the group of working specialists on any one of the recognized subjects, regardless of the kind of service, should constitute the subject-matter department.

SPECIALIZATION IN SERVICE.

The question has arisen as to whether the individual worker should devote his time to one, or more than one, kind of service, and, if to more than one kind, what proportion should be devoted to each. Much difference of opinion exists in this respect, but there is a marked tendency at the present time toward a more complete specialization in one or other kind of service. Some administrators, however, take the extremely opposite attitude and maintain that the individual worker should be responsible for the three phases of the service in his restricted field. It is often contended that the man who discovers new principles is best prepared to demonstrate their application, either in the classroom or on the farm. This probably is true, but a man who has the ability to discover new truths should not be hampered in such important work by teaching

in the college or demonstrating throughout the State. Such teaching would be good for students and farmers alike, but the interruption may prove to be a serious hindrance to continued research. Furthermore, the students at the college and the farmers throughout the State are not going to be well served if their instruction is limited to the investigational results of any single institution. Someone will need to interpret for them the researches of other institutions, and those of the local experiment station may as well be interpreted by the same person who is specially trained for such work.

Another group of administrators take a middle ground and believe that the specialist in each line should devote just enough of his time to other phases of service as will be beneficial to his particular specialty. It is recommended, therefore, that specialists should devote their time mainly to one kind of service and that provision should be made for exchanges for the mutual advantage of each.

THE DEPARTMENT HEAD.

As the number of specialists increases, the problem of coordinating the work within the department becomes more necessary and more difficult. By tradition and constitutional authority the responsibility for coordinating the work is bestowed upon the ranking head of the department. In many institutions the administrative duties of the department head practically require his undivided attention, and very little time can be given to either teaching, research, or extension. This is unfortunate, for the head of the department is generally the highest-paid specialist in the group. In view of this and since those who have won achievement in science are not necessarily the best administrators, it may be well to raise the question whether under certain conditions it would not be expedient to designate some one, other than the ranking head, to perform the necessary coordinating duties. Such a plan in operation would not only enable the most valuable specialists to devote their whole attention to their respective kinds of service, but it would tend to place the emphasis upon scientific achievement, rather than administrative ability.

The coordination of the work within the subject-matter department may be regarded as a single project of the individual who has been selected for the purpose. Such an individual is responsible to the chief executive officer for the proper execution of the project, provided that he was designated by that officer to perform such duties. Ideally he is responsible to the group of specialists comprising the department. The individual selected for this special duty undoubtedly will be called upon to promote, also, projects in either instruction, research, or extension, for which he is responsible to the director in charge of the kind of service concerned.

The project plan for promoting college work presupposes a fairly definite understanding in advance concerning the methods of procedure, the time required, the probable expense, the person in charge, the necessary assistance, etc. The extension work of the colleges is conducted regularly on this basis, and in most institutions the research work is promoted on the same plan. Although in a less rigid manner resident instruction work generally has been conducted on the project basis. The chief difference in this case is that the detailed projects are planned generally by the head of the department instead of by the director in charge of the service. To insure well-connected curricula it would seem that the director of resident instruction should assume the responsibility for the planning of the projects or unit courses.

Where the work of instruction is conducted on the project plan and where the director of resident instruction (commonly called dean) assumes the responsibility for the development and promotion of the projects, the so-called department head is relieved of administrative responsibility. The duties of the department head in such an organization are confined to the coordination of the three kinds of service so far as they relate to the subject represented by the department. These duties, in other words, relate to quality of work rather than quantity—to subject content rather than to method.

The coordinating duties within a department consist merely in insuring teaching agreement among the various specialists in any subject. The knowledge of the various specialists in any department comprises the common doctrine or belief concerning the subject represented by the department. To coordinate the work in any subject, therefore, one member of each department should be designated as chairman.

In recommendation 4 (p. 2) the last phrase, "or administrative head," is superfluous. Since the duties of the designated chairman are not necessarily administrative, unless subject-matter coordination is such, this superfluous phrase may be misleading. In common practice, of course, the head of a department is an administrative officer. In the plan here proposed, all administrative authority passes from the chief executive officer, through one of the directors in charge of each kind of service, to the individual specialists.

HOW DEPARTMENT CHAIRMEN SHOULD BE APPOINTED.

The designation of the department chairman, or head, tradition bestows upon the chief executive officer. During recent years some institutions have endeavored to democratize their departments by giving the specialists concerned a voice in the nomination of their chairman. This plan, so far as it has been developed, works well in a number of institutions. The contemporary demand in college cir-

cles is for a simple and democratic system of organization, and any recommendation that calls for a more complex or more autocratic system is likely to meet with opposition. The subject-matter department in a modern agricultural college should not be confused with the traditional department of former days, where all workers were engaged in one kind of service and where there was but a single worker with one or more assistants. In a few institutions the departments still consist of one man of professorial rank, but this condition is rapidly disappearing. In most colleges the departments are composed of two or more specialists of approximately equal ability in their respective lines, and under these conditions the dictatorial attitude of the department head of former days is not in keeping with contemporary educational democracy. It is believed, therefore, that the members of the subject-matter department should be given a voice in the designation of their chairman.

This, of course, does not infer that the privilege of selecting specialists in any line should not remain with the chief executive. In practice the chief executive officer, before selecting a specialist, would consult the other specialists, but the appointment would be for a definite kind of service and would not carry with it the privilege of completely changing the policy of the department. In other words, a new appointee may influence department policy, but only as an individual. The extent of such influence will depend upon the recognized ability of the specialist rather than upon superimposed authority.

SINGLE v. DUAL RESPONSIBILITY.

In most American colleges of agriculture, the so-called head of the department has two distinct responsibilities: First, as an administrative officer, and, second, as a working specialist. For the first he is considered responsible to the chief executive officer for the proper coordinating of all the activities of the department, and for the second he is responsible to the administrative officer in charge of the special kind of service for which he was engaged. This twofold responsibility on the part of the department head is not generally recognized, and therefore is the cause of much of the current confusion. If the members of the subject-matter department, through their chairman, should be given the responsibility for the coordinating duties within their department, there would remain a single line of administrative control—that through the administrative officer in charge of the kind of service concerned.

If, on the other hand, the so-called department head, as an administrative officer, is held responsible to the chief executive officer, as is commonly the case, rather than to his coworkers in his own department, two lines of administrative authority must be recognized.

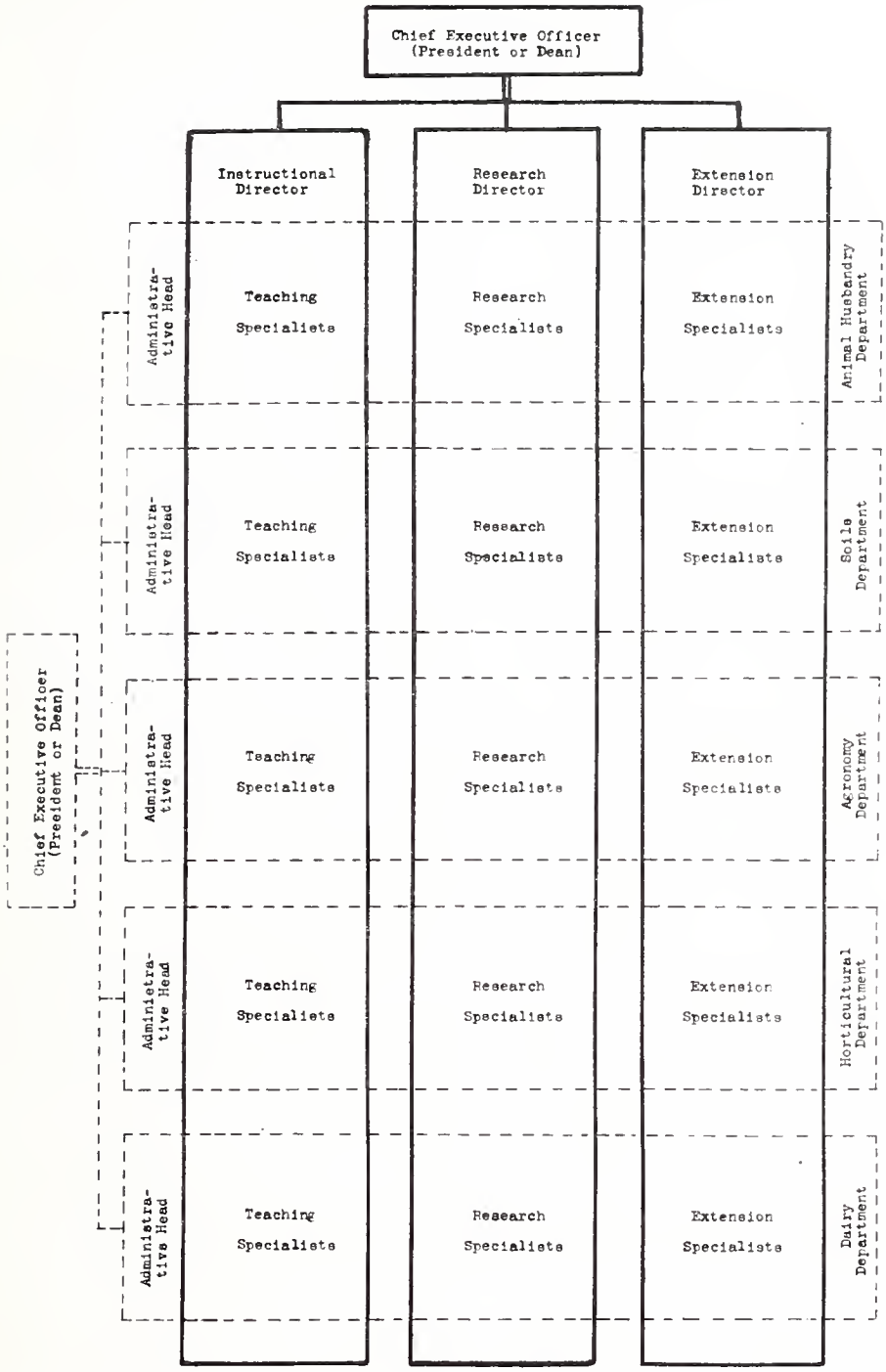
While the recognized head of a department may not in all cases avail himself of the dominating influence which both custom and official designation have bestowed upon him, he bears a different relation to the chief executive officer than that borne by the other specialists. Since he has the power, he may use it and, for that reason, his colleagues impose upon him responsibilities which otherwise would be assumed individually. (See accompanying diagram.)

In practice, subject matter is not seriously affected by administrative interference, for it is generally assumed that subject-matter policy should be determined by the specialists in their respective departments. If this is the case, subject matter, from the standpoint of administrative control, may be regarded as constant and the responsibility for it may be regarded as confined to the group of specialists comprising the department. That is, the specialists through their own department organization may assume the responsibility for unifying the knowledge of the subject represented by their department. Cases of persistent nonobservance of the accepted department policy may be reported to the assembled members of the department. Disputes over which the department specialists are unable to agree may be referred to the chief executive officer. It is recommended, therefore, that authority for subject matter should be confined to the group of specialists comprising the subject-matter department, and that administrative control should be limited to the amount and method of work.

DISTRIBUTION OF ADMINISTRATIVE AUTHORITY.

Since each of the three kinds of service in which the colleges are engaged is supported by a different fund and since each requires a peculiar kind of administrative ability, it is natural that segregation of administrative control should follow along these three lines. This is known as the functional method of organization. Thirty-eight of the colleges have their work so organized, and 36 of these regard the three administrative divisions as coordinate. These institutions, therefore, recognize four administrative offices, namely, a chief executive (the president or dean, as the case may be) and a director in charge of each of the three kinds of service—resident instruction, research, and extension. In nine colleges—Colorado, Idaho, Indiana, Massachusetts, Nevada, New Mexico, South Dakota, Texas, and Washington—the four offices are held by distinct officials. In most institutions, however, two or more offices are held by a single official.

In some of the larger State universities there seems to be a strong objection to this method of distributing administrative authority. In these there is a tendency to magnify the integrity of the subject-matter department and to increase the administrative responsibility



Common administrative relationships in colleges of agriculture. Administrative authority follows two channels—one through the directors in charge of each kind of service and the other transversely through the several heads of departments—frequently resulting in conflict. The remedy consists in transferring administrative authority from the heads of departments to the directors of the three kinds of service, resulting in single administrative control.

of the department head. Taking the College of Agriculture of the University of Illinois as an example, the organization consists of a chief executive, the subject-matter department heads, and the subordinate specialists. The chief executive directs the work of resident instruction, research, and extension, and is designated as dean and director. He assumes the responsibility for the planning of the programs for each kind of service and is the general coordinating officer. He holds the department heads responsible for the promotion of all three kinds of service in their respective departments. The heads of departments are largely administrative officers, and in this respect are assistants to the dean and director.

The institutions claiming this form of organization all recognize the need for some special correlating agency, especially with regard to the extension service. Rather than to establish extension divisions some have organized departments of extension coordinate with subject-matter departments. These departments promote lines of activity affecting two or more subject departments, such as correspondence courses, farmers' institutes, movable schools, and county-agent work. In some cases, notably Cornell, they are engaged in certain phases of resident instruction, but in general their functions are merely administrative. The heads of such departments, like those of the subject departments, are administrative officers and actually serve as assistants to their respective deans.

Two main types of organization, therefore, are represented in the State agricultural colleges. Each is based upon the assumption that no individual can perform adequately the administrative duties of a modern college of agriculture and each aims to provide the necessary assistance. They differ only in the method of distributing administrative authority. One of these organization types imposes greater responsibility upon the head of each subject-matter department, making of him almost wholly an administrative officer. The other type, rather than to impose unnecessary administrative duties upon department heads, provides for the employment of one, two, or three secondary administrative officers, each in charge of one or more kinds of service. In the institutions where the former plan is in operation the administrative duties of the chief executive are limited to a single faculty group and, therefore, some time is afforded for the planning and prosecuting of programs. In many institutions, however, the duties of the chief executive officer embrace two or more faculty groups, and in such cases there is a greater need for the employment of special officers to coordinate the work of the various specilists in each kind of service.

Unfavorable criticism of the plan in which distribution of authority is based upon the kind of service has resulted from the ex-

perience of some institutions where modifications of the plan have been in operation. It has been said that such a plan destroys departmental autonomy. In a few cases, where specialists in one or more kinds of service have been separated completely from the subject-matter departments, this has been the result. But where specialists in all three lines are located in, and, from the subject-matter standpoint, are responsible to, their respective departments, there should be no danger in the loss of departmental autonomy. Some one outside the subject-matter departments must assume the responsibility for the proper coordination of each line of service; that is, some one must plan and insure well-connected curricula for resident students; some one must coordinate and control investigational projects; and some one must plan and prosecute broad-gauged programs of rural development. In the one case the chief executive assumes the responsibility, and in the other case he delegates the responsibility to an expert in each special line. If the chief executive officer in the one case should be regarded as performing the duties of the four offices represented in the other, as is the case in Florida and Louisiana, the two plans are almost identical.

There is a limit, however, to the amount of administrative work that one individual, regardless of his capacity, can perform judiciously. It would seem that with the large working staffs and with the great diversity of interests, especially with regard to the extension service, the time has arrived when the chief executive officer should delegate more authority to subordinates. Since the work affects the departments collectively, it should not be delegated to the department heads, even if it were considered advisable to further burden these officers with administrative duties. Most of the institutions have already recognized this condition, and a few of them, even though favoring the plan of restricted authority, have provided relief by the appointment of an assistant dean or director in each line of service.

With the understanding that the three subordinate administrative officers are directly responsible to the chief executive officer and that the specialists in each line of service are responsible to the subject-matter departments for the quality of their work, there seems to be little objection to the plan of distributing authority on the basis of service. Furthermore, the objections to this plan are greatly diminished when it is understood that programs of work are planned by projects so that the individual specialists, even though engaged for more than one kind of service, are responsible to only one officer at a time. And, lastly, since each kind of service is financed separately and each demands a peculiar kind of administrative ability, it is believed that the distribution of administrative authority should be on the basis of function or the kind of service.

CENTRALIZED AUTHORITY.

In the colleges of agriculture that are unattached to State universities the president usually is the coordinating officer in charge of all three kinds of service. In a few of such institutions, however, where the organization resembles that of a university, the dean of agriculture is the coordinating officer. In most cases the duties of the dean in such institutions are limited to resident instruction. In the universities, the head of the college of agriculture is the coordinating officer. Such an officer usually is designated as "dean," or "dean and director." In a few of these institutions—Idaho, Maine, and Nevada—the president is the coordinating officer; that is, there is no office between that of the president and that of the directors in charge of each kind of service. Authority, therefore, in either attached or unattached colleges, is sometimes placed with the president and sometimes with the dean. The individual in whom is placed full administrative authority, whether president or dean, is designated as the "chief executive officer" in this discussion.

The lack of uniformity in the placement of administrative control accounts for much confusion in relationships. When the president of either a university or college is the agricultural coordinating officer, the three secondary administrative officers in charge of resident instruction in agriculture, agricultural research, and agricultural extension, respectively, are usually coordinate in rank with the deans of other schools or divisions of the same institution. When the dean of the agricultural division of a university or college is the chief coordinating officer, his office is coordinate with those of the deans of other schools, colleges, or divisions of the institution, and the directors of each of the three kinds of agricultural service are coordinate in rank with one another, but subordinate in rank to the various deans. In the latter case the dean always serves in two or more capacities. The three subordinate officers in such institutions, therefore, are never found distinct.

There is a vast difference in the range of activity among the individuals serving as chief executive officer. When the authority is vested in a dean, the range is limited to a single division or faculty group, while in the case of the president it may embrace the administration of several divisions or faculty groups, including that of agriculture. This difference in a large measure accounts for the fact that the chief executive officer in the one case has so often failed to delegate the responsibility for any particular phase of the work to subordinates, and in the other case for a more or less complete delegation of responsibility to subordinates.

In most cases, therefore, it seems desirable that the three kinds of service, each in charge of a secondary administrative officer, should be coordinated under a chief executive who, in the case of a

large institution composed of several faculty groups, should be an officer other than the president.

OFFICIAL DESIGNATIONS.

The administrative officer in charge of either research or extension usually is designated as "director." In one institution, Kansas, the extension officer is designated as "dean" and in three others, Arizona, Indiana, and Kentucky, as "superintendent." The officer in charge of resident instruction is usually regarded as dean. In Mississippi all three officers are designated as director. In most of the universities and in many of the unattached colleges the designation dean is applied to the chief executive officer in charge of each school or major division of the institution. Sometimes, especially in the South, the term is applied to the head of one or more closely related subject-matter departments, such as biology, horticulture, etc. In many institutions the designations, "dean of men" and "dean of women" are applied to officers serving as advisors, resident masters, or matrons. In other institutions, there is a "dean of faculty" who holds an office between that of the president and that of the deans of the several colleges or divisions, and whose duties and administrative relationships sometimes are not well defined.

It is apparent, therefore, that there is much looseness and diversity in the use of the designation dean. The chief confusion is found in its application to both the chief executive officer and the officer in charge only of resident instruction. To avoid such confusion, the official designation "dean" in an agricultural college should be applied only to the chief executive officer who is responsible for the coordination of the three phases of agricultural service, and that of "director" should be applied to the coordinate officers in charge of each of the three lines of service—resident instruction, research, and extension.

DUAL OFFICES.

In some cases there may be reasonable doubt concerning the need for separate officers, including a chief executive and one in charge of each kind of service. Undoubtedly there is a greater need for such in the colleges where the coordinating duties of the chief executive officer are not confined to a single faculty group or division. In many cases there is justification for combining the duties of two or more offices in one individual. In colleges connected with universities, the chief executive officer usually assumes the responsibility for resident instruction, frequently for research, occasionally for extension, and sometimes for two or three phases combined.

Confusion often results from the failure to distinguish between the office and the individual. The rank of an officer is determined by the relative position of the office he occupies. If he occupies two

offices, one subordinate to the other, he may be ranked according to either, but not according to both combined. For example, in an institution where the dean of the agricultural division is also director of the experiment station, the director of the extension service need not be considered subordinate to the director of the experiment station, even though he reports to the individual holding that office. If the two offices bear the same relation to that of the chief administrative officer, the individuals occupying them are coordinate in rank. It is possible, therefore, for an officer to be both coordinate and subordinate in rank with another officer who holds two offices. When one individual performs the duties of two or more offices his official designation should identify clearly the officer with the respective offices assigned.

EXTENSION SERVICE RELATIONSHIPS.

In most of the colleges the extension service is conducted in close connection with the subject-matter departments. Such connection assures autonomy of the subject-matter departments and precludes conflict among the workers on any common subject. It implies that the specialists in extension are regarded as unit workers of the department and when their headquarters are at the college their offices shall be located in the respective subject-matter departments. In this connection, however, it is necessary to distinguish between administrative officers and specialists in subject matter. In most extension organizations there are several leaders, one in charge of each of the various kinds of activity, such as county-agent work, junior extension work, women's work, movable-school work, correspondence courses, and the like. These are administrative officers designated by the director of the service to assist him in carrying out the administrative program. In some instances these leaders in the initial stages of the work have overreached the functions of their respective offices, and subject-matter demonstrations have been undertaken which have resulted in conflict. This trouble will diminish as institutions provide extension specialists in the various subject-matter departments.

The most serious complications in this respect have come from a misunderstanding concerning the relation between the leader in charge of junior extension work, or boys' and girls' club work, and the department of agricultural education. The leader in junior extension work (boys' and girls' club work) may be regarded as the administrative head of all extension activities with young people, and the extension rural-school specialist in the department of agricultural education should be the one to connect the work with the schools and school curricula.

The same confusion has resulted in the case of home economics. The administrative leader in this kind of work may be regarded as

the leader in charge of women's work, which designation is broad enough to embrace all matters concerning women. If her activities are purely of an administrative nature, there need be no conflict with the subject-matter departments relating to home economics, rural engineering, rural economics, or any other subject concerned. In institutions where the leader is expected to conduct demonstration projects in addition to performing administrative duties, it should be recognized that she is holding a dual position with certain responsibilities to the subject-matter department. The leaders in charge of the various phases of the extension service, therefore, should be regarded as administrative officers and should not usurp the duties of the specialists in the various subjects. Where an individual serves both as specialist and administrative leader, a dual responsibility should be recognized.

COOPERATIVE EXTENSION RELATIONSHIPS.

In some institutions certain phases of the extension service are administered through subject-matter departments that are organically connected with other schools or divisions of the college, with other colleges of the university, or with institutions entirely distinct from that in which the service is controlled. The subjects most frequently handled in this way are home economics, veterinary science, forestry, agricultural engineering, rural economics, and agricultural education. With the form of extension organization which permits the centering of the various kinds of extension work in the respective subject-matter departments, it is just as easy to administer extension projects through other divisions, or through other institutions, as through the parent college. The chief executive officer of the school or division desiring to cooperate, holds the head of the subject-matter department responsible for the proper coordination of the extension activities with those of resident instruction and research. The specialist assigned to the project, while so engaged, is administratively responsible to the director of the extension service. It would seem, therefore, that in the promotion of extension projects embracing subjects controlled by either connected or cooperating colleges, the same administrative relations with the subject-matter departments concerned should exist as with departments that are organically connected.

CORRESPONDENCE.

In some institutions the method of handling correspondence is the cause of much dissatisfaction and conflict. The chief cause for the prevailing dissatisfaction in certain institutions is found in the practice of permitting administrative officers to handle correspondence dealing with technical subjects. Where the extension specialists

have no direct connection with the subject-matter departments, serious conflict in recommendations also has resulted. An attempt has been made, in some cases, to obviate confusion by requiring an exchange of carbon copies of correspondence. In other institutions all incoming and outgoing correspondence relating to agriculture is required to pass through the extension service office. The practice adopted by 32 institutions is here recommended: That incoming correspondence, except that of an administrative nature, should be referred to the subject-matter departments concerned and there referred to the individual best qualified to supply the information called for.

ACADEMIC TITLES.

In many institutions there appears to be no system for designating extension specialists according to rank. In others a different system prevails for the specialists in each kind of service. It is a common practice to grant salaries to extension men in excess of those granted to instruction or research specialists. While it is recognized that qualifications, other than the amount of compensation, may determine appropriate titles, it is believed that specialists in whatever kind of service should be on an equal basis from the standpoint of rank and official designation. If differentiation of extension and research specialists is desirable, the prefixes "extension" and "research" respectively may be used in connection with the customary professorial titles.

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